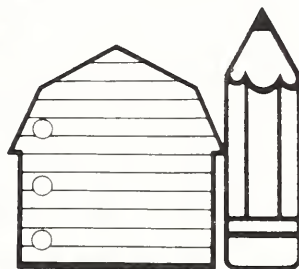


Historic, archived document

Do not assume content reflects current scientific knowledge, policies, or practices.

Notes



A bi-monthly newsletter for the Agriculture in the Classroom program. Sponsored by the U.S. Dept. of Agriculture to help students understand the important role of agriculture in the United States economy. For information, contact: Shirley Traxler, Director, Room 234-W, USDA, Washington, D.C. 20250. 202/447-5727

New Agriculture and the Constitution Teacher's Kits Available

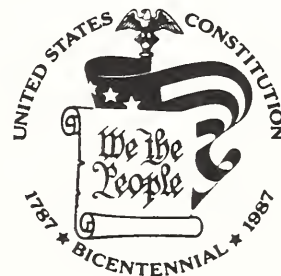
To celebrate the Bicentennial of the U.S. Constitution, USDA historians recently compiled information on Agriculture and the Constitution. Originally, these features were distributed to newspapers and agricultural publications to help the public recognize links between agriculture and the Constitution.

The information is so unique and interesting that USDA decided to make related lesson plans available for K-12 teachers and students. Topics

covered in the kit include foods and recipes, farming methods, agricultural trade, women's roles, and farming population and production.

To take your students on this memorable journey into our past, order your complimentary kit through Ag in the Classroom, Room 234-W, USDA, Washington, D.C. 20250.

The following is taken from the *Agriculture and the Constitution* teacher's kit.



Taste American History With the Foods of 1787

Two hundred years ago, representatives from 12 young states met in Philadelphia to produce one of the world's most influential documents—the U.S. Constitution.

The delegates spent long hours inventing our constitutional government, and had no doubt developed hearty appetites. What were Americans eating then?

Diets varied by region, class and season.

Early America was largely agricultural. About 90

percent of the people lived on farms; most artisans and tradesmen were farmers, too.

According to Jane Porter, historian at the U.S. Department of Agriculture, most people were one harvest away from food shortages and even hunger. Many had firsthand experience with hunger during the Revolution.

Before winter set in, their root cellars, pork barrels, canisters, pots and crocks were all filled.

continued on page 2



Teachers to Participate in Western Regional Conference

"We want to show teachers where to go for help," says Judy Erwin, chairman of the 1988 Western Regional Conference. One of the goals of conference planners is to increase the number of teachers and volunteers who attend the 1988 meeting to be held in Boise, Idaho, March 10 - 12.

State contacts will help spread the word within state agriculture groups and school districts to make teachers and volunteers aware of the annual conference. "Having teachers find out what help is

available is a major emphasis of the meeting," explained Erwin.

Workshops will cover such topics as producing media materials, networking, working with volunteers, setting up a tour and organizing a workshop.

Sponsored by Idaho Ag in the Classroom, states invited to participate in the conference include Montana, Wyoming, Colorado, Washington, Oregon, California, Nevada, Utah, Arizona, New Mexico, Hawaii and Alaska.

From the Director

Dear Readers:

Recently, a reader sent me a letter I feel is well worth sharing with you. Her story is not only amusing, but it also has an important message:

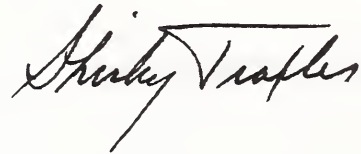
"A woman questioned me not too long ago about how duck eggs were fertilized. It seems the woman's son had received a baby duck as a gift and the now-adult bird had laid a couple of eggs. The woman was hesitant in her questioning. First, she was perplexed the duck could lay eggs at all since it had no contact with other ducks. Her confusion was compounded when a friend told her that fertilization took place when, after the female

laid the egg, the male sat upon it. Although it was an amusing few minutes of questions and answers, it showed me how important it is to educate today's children (tomorrow's leaders) about agriculture."

If you have related experiences you'd like to share with Notes readers, please let me know.

Have a safe, happy holiday season!

Yours truly,



Shirley Traxler

Taste American History

continued from page 1

Neat bunches of dried herbs, vegetables and smoked meats hung from rafters in their kitchens.

Many early Americans were well fed, most were adequately nourished, but some were poor and had little variety in their diets.

Since trade routes to the Orient had opened up after the Revolution, American ships could travel around the globe bringing American customers coffee, tea, cocoa, spices and other exotic foods. So in the period following the Revolution, the few wealthy consumers, including representatives to the Constitutional Convention, had their choice of nearly all the foods and spices that we know today. The strong central government mandated in the Constitution could continue to protect U.S. trade.

The states were far away from each other by horseback, and people in different areas ate different kinds of food. What we think of as American regional cooking had not been set yet, but certain dishes were very typical of various parts of the country.

In New England, people ate such foods as hash and Indian pudding. In the South, the distinctive Southern cuisine had not yet developed. The affluent had elaborate dishes from English cookbooks. The poor ate cheaper foods which were simply prepared.

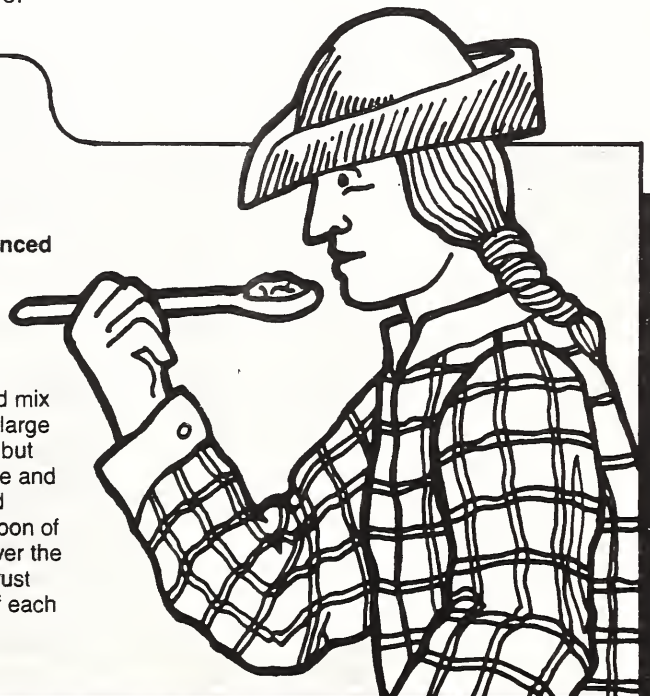
In the lower South, the upper classes ate white bread as a matter of class distinction, while the poor and the slaves ate broken rice, sweet potatoes and peanuts. In the eastern Carolinas and

continued on page 3

Red Flannel Hash

4 medium beets, cooked 2
large potatoes, cooked
1 1/2 lb cooked roast beef or corned beef, minced
2 tablespoons butter or margarine, divided
large onion, chopped
1 tablespoon cream
poached eggs (optional)

Mash beets and potatoes together. Add beef and mix well. Melt 1 tablespoon butter or margarine in a large skillet and add onion. Cook until onion is tender but not brown. Stir in the meat and vegetable mixture and cook over low heat for about 12 minutes. Spread evenly in a flat baking dish. Melt 1 more tablespoon of butter and mix with cream. Brush this mixture over the hash and brown under a broiler until a golden crust has formed. Serve with a poached egg on top of each serving, if you wish.



Georgia, sweet potatoes were a principle food of the poor and the slaves.

In new settlements to the west, people ate frugally. Wild game, fish, nuts, roots and berries were important parts of the food supply.

Diets changed with the seasons. Cold weather brought red meat to the table, since unneeded domestic animals were slaughtered before the winter and the meat kept in unheated pantries. Young chickens furnished meat in late spring and early summer. Old hens became the chicken in the pot in late summer and early fall when they ceased laying eggs.

Milk, cream and eggs were abundant in spring and early summer after cows dropped their calves and grazed lush pastures. Fresh cream and butter played an important role in English cookery, which still set the standard for American cooks from Maine to Georgia.

From late spring until first frost, fresh vegetables were available in abundance from home gardens and street markets in the towns. After frost, families turned to root vegetables, cabbage, pumpkins and squash. Peas, beans and lentils were winter staples. Apples would keep in root cellars until February or March; then cooks used dried apples.

Along the Atlantic seacoast, fish and shellfish were an important part of the diet, but 20 miles inland the only fresh fish were those caught in rivers and lakes. In the 18th century, the catch of the day determined the menu regardless of the region.

The recipes shown here might be combined into a holiday party to celebrate the founding of our long-lasting republic. Both recipes serve 6-8 people.

Indian Pudding

2 1/2 cups milk
3 tablespoons corn meal (Indian meal)
1/2 cup molasses
1/2 teaspoon ground cinnamon
1/4 teaspoon ground ginger
1/2 teaspoon salt

Heat milk in a medium saucepan until it is scalded (tiny bubbles appear around the edge), but does not boil. Add cornmeal, a tablespoon at a time, stirring after each addition. Add molasses. Cook over low heat 10-15 minutes, stirring frequently, until thickened.

Add cinnamon, ginger and salt. Pour mixture into greased casserole and bake at 300 degrees for 45 minutes. Serve warm or cool, topped with vanilla ice cream if you wish.



New Jersey's Updated Speakers Guide Available

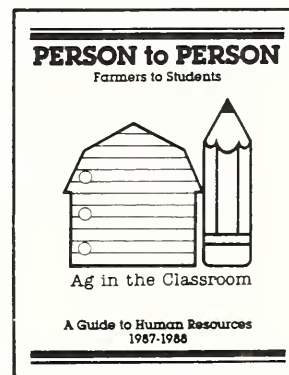
The New Jersey Committee for Ag in the Classroom is pleased to announce that *Person To Person*, a speakers guide linking farmers to students, has just been revised and updated for 1987-1988. The purpose of this guide is to bring together farmers and students to provide students with firsthand learning experiences with their local farm community.

The guide lists, county by county, people in the agricultural community who have agreed to and welcome the opportunity to visit local schools to speak about New Jersey agriculture. The guide also notes which of the farms will host visiting

school groups.

Person To Person is a cooperative effort of the New Jersey Agricultural Society, the New Jersey Department of Agriculture, the New Jersey Farm Bureau and Cook College. Revision of the guide was made possible by a grant from the New Jersey Department of Agriculture's "Jersey Fresh" program. Design, typography and printing were courtesy of the Campbell Soup Company.

To obtain a free copy of *Person To Person*, please write to the New Jersey Department of Agriculture, CN 330, Trenton, NJ 08625, or call (609) 292-8897.



Children Get A "Fair" Advantage

This year, children in Ohio, Missouri, and Virginia had the chance to experience more than a ferris wheel ride at the state fair.

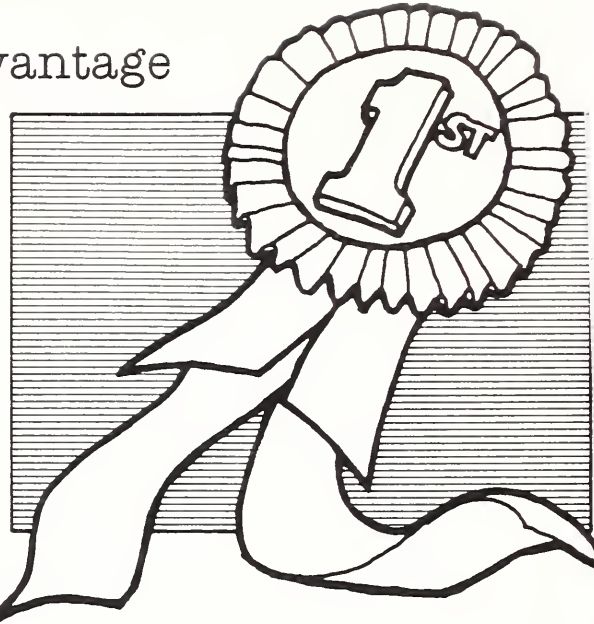
To take advantage of the abundant educational opportunities found on the fairgrounds, ag volunteers and state fair coordinators joined forces, and developed special ag-ed projects created for children and their families.

Ohio Youngsters Go On A "Scavenger Hunt"

Judy Roush, Ohio Ag in the Classroom state contact, was impressed when she learned about state fair educational projects at this year's National AITC conference. In fact, she was so impressed, upon her return home, she and the Ohio Agricultural Awareness Council quickly put together a state fair project of their own—a "Scavenger Hunt."

"We didn't have much lead time, but we felt it was an idea worth getting off the ground. We created an ag-oriented quiz that led children on a hunt for answers at all the information booths at the fair grounds. Once they completed the quiz, the children were awarded prizes, and their names were entered in a drawing for a bicycle," Roush explained.

Roush said the project was such a success that it's going to be recommended to all of the state's county fairs. "It doesn't take a lot of financial



backing to implement such a project," she noted.

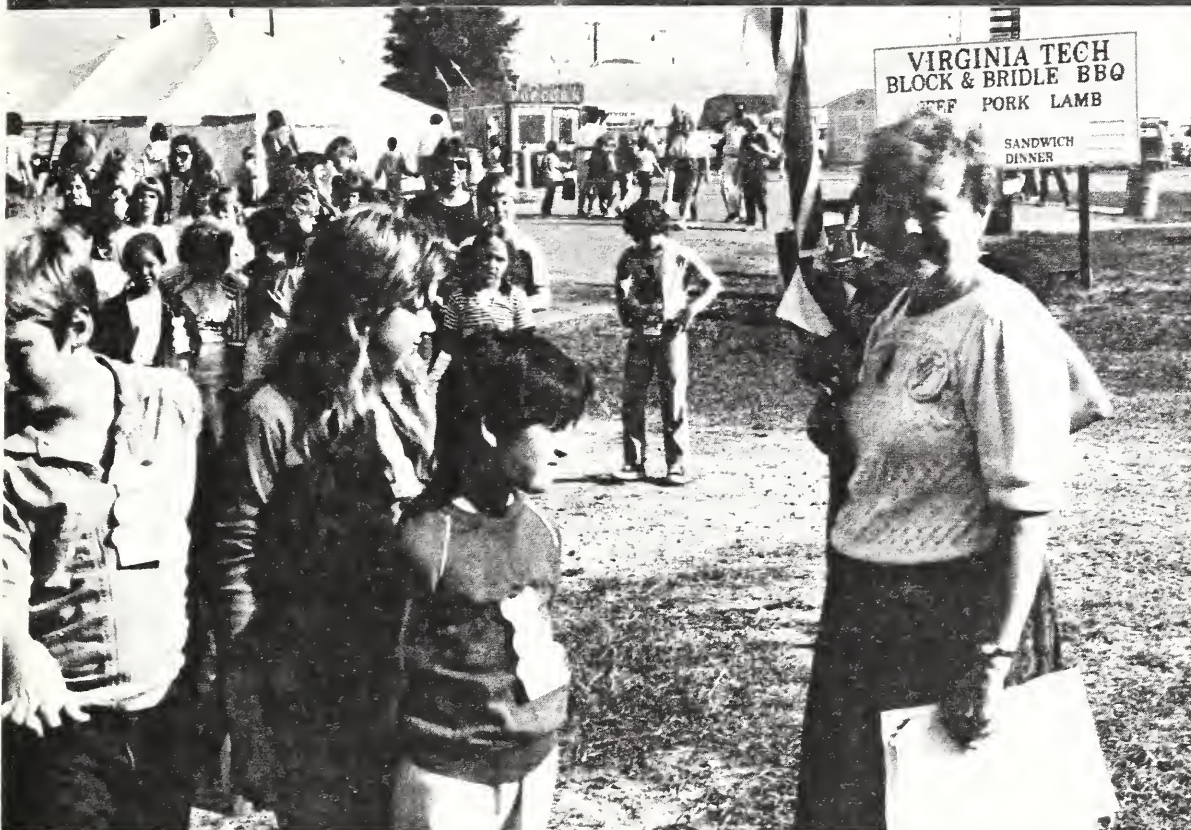
"The whole idea is to get children to do more than walk through the fair. It shows children that the fair can be a fun learning experience."

7,000 Students "Explore Virginia's World"

"171 schools sent 7,000 fourth-graders to our Virginia State Fair tour," said Madge Bush, public relations manager of the fair. "The interest was so strong, if we had the help, we could have easily had 20,000!"

Alex Bush, winner of the Ohio State Fair's "Scavenger Hunt" game, picks up his new bicycle, which was donated to the fair by a local supermarket. The game helped educate Ohio students about their state's diversified ag products.





Virginia fourth-graders line up to take an educational tour of their state fair.

Following a Standards of Learning outline, an advisory board representing the state's Department of Education, elementary school teachers, principals and other educators planned the eight-stop fair tour, "Explore Virginia's World." As soon as the plans were complete, a letter of invitation was sent to elementary school principals across the state.

Some of the tour stops covered the history of fairs, ag industries of Virginia, pioneer farming and an animal petting zoo. Fair officials prepared teacher packets which included pre- and post-tour activities for the students.

Bush said one of the more popular activities was a "Name the Calf" contest at the Milking Parlor stop. "As it turned out, twin calves were born, so two schools won the special plaque. The winning names were 'Moona Lisa' and 'Mooca!'"

"The key to the tour's success," she said, "was the spirit of all involved. We had 151 volunteers helping us, a talented advisory board, and excellent resource material to work with."

300 Children Discover "Ag-citing Missouri"

The 1987 Missouri State Fair targeted children from ages 8 to 13 for its "Ag-citing Missouri" worksheet project. This one-page worksheet directed the children to agricultural displays in seven locations across the fairground. At each location, a poster containing the answer to a specific ag question was displayed.

Once the activity sheet was completed, the children drew for a gift certificate donated by a commodity group or business. Each certificate was redeemable on the fairgrounds and included prizes like corn-on-the-cob, ice cream, tofu bars, pork-

Ag-citing Missouri	
<p>presented courtesy of MISSOURI FARM BUREAU WOMEN'S PROGRAMS</p>	<p>visit the Milk House at the Farm Bureau Building (2) and learn</p> <p>An average cow produces how many gallons of milk each day?</p> <p>_____ gallons</p>
<p>NAME: _____</p> <p>INSTRUCTIONS</p> <ul style="list-style-type: none"> • Pick up worksheet at Farm Bureau Building • Visit the exhibit listed to find the answer • Refer to map on back of page • Write the answer • Return completed sheet to Farm Bureau Building • Draw for prize • Have fun learning about agriculture at the 1987 Missouri State Fair 	<p>visit the Swine Pavilion and learn</p> <p>How much pork the average person ate in 1986?</p> <p>_____ pounds</p>
<p>visit the Corn Growers Cane Stand (near the grandstand) and learn</p> <p>Corn has 3,038 uses in 1,276 different food items. List 4 food items that contain corn</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 	<p>visit the Donnelly Arena (14) and learn</p> <p>How many pounds of meat, steak and ground beef are in a 1,000 pound steer?</p> <p>_____ pounds</p>
<p>visit the Poultry and Rabbit Building and learn</p> <p>How many eggs on average does a hen lay each year?</p> <p>_____ eggs</p>	<p>visit the Soybean Display (near Agriculture Building) and learn</p> <p>What two important products we get from soybeans?</p> <p>_____</p>
<p>visit the Sheep World in front of the Sheep Pavilion and learn</p> <p>How often are sheep sheared?</p> <p>_____ times a year</p>	<p>visit the Poultry and Rabbit Building and learn</p> <p>How many sheep can fit on the back of an average sheep?</p> <p>_____ sheep</p>

burgers, and milk.

Diane Olson, director of Farm Bureau Women's Programs and coordinator of this pilot project, said the three-day program was a great success. "In most cases, the children were with their parents, so the whole family learned. The worksheet took them to buildings and exhibits they may not have visited otherwise."

Olson said the feedback was so positive, next year, the fair will expand the project to five days. "After all," she said, "what better place is there to learn about agriculture than at the State Fair?"

This "Ag-citing Missouri" worksheet led young fair attendees to exhibits they may have otherwise missed.

Need Some Comic Relief? Try These Books

Across the nation, tens of thousands of educators are taking their students on exciting "ag"ventures with two new educational comic books, *Farming For Our Future* and *The Golden Peanut*. Developed in accordance with Ag in the Classroom guidelines, both books offer educators a unique approach to introducing students to agriculture.



Educational comic books *Farming For Our Future* and *The Golden Peanut*, offer teachers a colorful approach to teaching their students about agriculture.

Farming For Our Future is currently being distributed by the American Farm Bureau to schools, agricultural associations and individuals involved in farming. This colorfully illustrated book shows 6- to 12-year olds how American farmers and ranchers feed the world.

The main character, a Future Farmer of America, takes his two city cousins on a flying saucer tour of American farms. With the assistance of his fact-filled computer, he explains agriculture and farming economics to the children. "How many people can a farmer feed today?" one child asks early in the story. "My computer says each farmer feeds 79 other people," his farmer cousin responds.

In addition to its informative story line, *Farming For Our Future* features a two-page map of all the major farm products of the United States.

Marsha Purcell, director of Agricultural Education for the American Farm Bureau, said that over 70,000 comic books have been ordered to date. "We started with a test order. Since that time, response has been overwhelming. In fact, four Illinois teachers put together a teacher's guide to accompany the book. It's a captivating and inex-

pensive way to teach about agriculture. We're really pleased with it."

Another shining example of an educational comic book is the National Peanut Council's new release, *The Golden Peanut*. Geared to 4th through 8th graders, the story takes place in the jungle of Peru, where wild peanuts first grew thousands of years ago. A scientist and two high school students go there to seek a new variety of peanut plant for cross-breeding with domestic peanuts.

On their jungle journey, the travelers encounter adventure, ancient ruins, hidden treasure, and, of course, peanuts! In fact all the characters in the story are peanut experts. One character knows the history of the peanut plant's origin and its geographic dispersal. Another character is an authority on the nutritional value of peanuts and peanut foods.

According to Melanie Miller, director of Industry Services for the National Peanut Council, *The Golden Peanut* teaches readers over 95 new scientific and historical facts, and expands reading vocabularies. "Teachers are really excited about this book because it covers geography, language, history, science, math, nutrition—just about anything in a curriculum," Miller said. *The Golden Peanut* can be ordered with a teacher's guide which offers suggestions for using the book in the various curriculum areas.

In cooperation with agricultural specialists from around the country, both books were created by Custom Comic Services, Austin, Texas. Mike Benton, a general partner of the company, says that educational comic books provide an ideal way to motivate slow or reluctant readers, as well as strengthen the reading skills of elementary school students.

Benton observes, "Because educational comics are so visual, children can learn many new concepts and words from the context of the story."

To order *Farming For Our Future*, contact your state Farm Bureau or order copies (25 cents each, plus 50 cents for the teacher's guide) directly from the American Farm Bureau. Write to:

Farming For Our Future
Organization Division
American Farm Bureau Federation
225 Touhy Avenue
Park Ridge, Illinois 60068

To order complimentary copies of *The Golden Peanut* and a teacher's guide, write:

National Peanut Council
Melanie Miller, Director of Industry Services
101 S. Peyton Street, Suite 301
Alexandria, Virginia 22314

Spotlight

Internships Attract Ambitious Idaho Students

When an enterprising college student called the Idaho Department of Agriculture last summer looking for an internship program, AITC state contact Rick Phillips thought his office could use the help. The student received college credit, and AITC reaped the rewards!

"It was great to have a person come in and concentrate his efforts," Phillips said. "The beauty of it from our standpoint was that he came in and brought new ideas and concepts to the association."

A University of Idaho student, Todd Wixson was a public relations major between his junior and senior years when he made that phone call. "I wanted to work with the public sector," he explained. Phillips gave the student a few choices for his work assignment. Ag in the Classroom appealed to him most.

Phillips and his interns discuss their goals and objectives at the beginning of their assignments. Wixson's projects included organizing the office, fundraising and researching grants. He feels he gained a valuable experience. "I think there's a lot of opportunity here," he said. "It benefitted me."

"There's a lot more to it than credit," said Phillips of the students' reasons for working with the AITC

program. Phillips explained that news of the internship positions must be spreading by word-of-mouth on campus, as there is no formal advertisement, but a steady stream of applicants.

The latest applicant chosen to take advantage of the internship is Boise State University sophomore Laura Hobbs. "This program allows me to work with a variety of people," she said. A member of Future Farmers of America, Hobbs heard about the

"This program allows me to work with
a variety of people." —Laura Hobbs

internship while taking a tour of the Idaho Department of Agriculture.

Hobbs is also working on fundraising activities which include setting up an AITC booth at various organizations and meeting to promote the program. "It's been very easy to sell because it is such a great project," she remarked.

Phillips expects the Idaho internship program to be the subject of a workshop at the Western Regional Conference in March.

Georgia's AG in the Classroom Acclaimed Regionally

Georgia's Agriculture in the Classroom program has received regional recognition from the Southern Legislative Conference for its efforts to inform young people about the agriculture industry and agricultural professions.

The program was presented an award by the Agriculture and Rural Development Committee of the 15-state conference at the SLC's recent 41st annual meeting in Little Rock, Arkansas.

The southern arm of the Council of State Governments, the SLC is a group of specially appointed legislators from 15 Southern states and Puerto Rico who study issues of regional concern.

"The key consideration in making the award was that Ag in the Classroom reaches young people early and informs them about agriculture in general and what agricultural professions there are," said Council of State Governments Southern Representative Ken Fern.

Aided by a special grant from the Georgia General Assembly, the Georgia Ag in the Class-

room task force spent two years developing curriculum materials for kindergarten through fourth grade schools in Georgia, and another year training teachers to use the materials. The K-fourth grade program was then begun in state schools last fall.

"Our materials consist of a group of lesson plans which focus on everything from the historical significance of agriculture to its interdependence with all other aspects of society," said Louise Hill, Georgia Ag in the Classroom state contact. "The lesson plans have already been exposed to probably more than 70 percent of the state's school systems."

The task force is now working on a curriculum guide for fifth through eighth grade students.

Among the groups participating in the project are the Georgia Farm Bureau, the Georgia Department of Education, the Georgia Council for Economic Education, Berry College and the University of Georgia.

The individuals listed here are key reference persons in each state. If you have any questions, want to make reports, or need more information about your state's Ag in the Classroom program, contact the following:

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